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ABSTRACT

Designed to assist the observer in the understanding of the Group Reading Interaction Pattern Observation Instrument (GRIP) training manual, this programmed review contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using the instrument. Coding exercises are provided for the following categories: (1) the activity/material grid; (2) context; (3) time and context; (4) sets purpose; (5) vocabulary; (6) engagement; (7) past learning; (8) introduction of lesson; (9) question and answering; and (10) feedback, command, social comments, and practice/application. Appendixes include answers to the scripts as well as blank interaction charts. An abridged version of the programmed review is also included. (HOD)

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GROUP READING INTERACTION
PATTERN OBSERVATION INSTRUMENT:
(GRIP)
PROGRAMMED REVIEW

(Long Research Form)

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HOW TO USE THIS BOOKLET

The Group Reading Interaction Pattern Observation Instrument: Programmed Review is designed to assist the observer in the understanding of the GRIP Training Manual (Research Form-L). It contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using GRIP. It also provides practice exercises that must be completed prior to the viewing of tapes related to teacher-pupil interaction and/or actual classroom observations.

Effective use of this booklet can be accomplished by attending to the following steps:

1. Cover the answer portion of the page with a sheet of paper.
2. After you have responded to the directions provided, slide the paper down to expose the correct response.
3. If you have responded incorrectly, review the section in the GRIP manual which corresponds to the category or subcategory in which you are being tested.

Activity/Material Grid

Code the following behaviors in the Activity/Material Grids provided below.

1. The teacher and eight pupils are silently reading a basal reader story. All are involved. Three pupils are actively taking a math test. Of the nine pupils who are suppose to be completing an assignment in their reading workbook, only one is on task. The remainder of these pupils are talking to each other. Five pupils are actively reading their trade books. Seven pupils are assigned to a listening activity. Of these seven pupils, three are walking around the room.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Number Check: # of adults _____ # of pupils _____

Correct coding for Activity/Material Grid: Example 1.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading	$\frac{7}{9}$		$\frac{5}{5}$							
4. Oral Reading										
5. Discussion										
6. Written Assign.		$\frac{1}{9}$								
7. Assessment									$\frac{3}{3}$	
8. Waiting										
9. Transition										
10. Out of room										
11. Other: listening						$\frac{4}{7}$				

Number Check: # of adults 1 # of pupils 32

2. Eight pupils have just been dismissed from the reading circle and are enroute to their desks. The teacher has asked a new group of four pupils to come to the reading circle. These pupils are now enroute to the reading circle. Three pupils are waiting for further instructions from the teacher. Thirteen pupils have been asked to read their trade books silently. Three of these thirteen pupils are talking.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Number Check: # of adults _____ # of pupils _____

Correct coding for Activity/Material Grid: Example 2.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials:	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading				10/13						
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting								3/3		
9. Transition								12/12		
10. Out of room										
11. Other:										
Number Checks # of adults 1 # of pupils 28										

3. Five pupils are discussing the results of a written reading test with the teacher. All are involved. An adult volunteer and a pupil are taking turns reading aloud from a trade book. A student teacher is giving an assignment in the reading workbook to eight pupils. Five pupils in the student teacher's group are talking. Twelve pupils are working independently on a reading assignment on dittos. Three of these twelve pupils are coloring instead.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials	10. Other:
1. Instruction										
2. Verbal Assignment										
3. Silent Reading										
4. Oral Reading										
5. Discussion										
6. Written Assign.										
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										

Number Check: # of adults _____ # of pupils _____

Correct coding for Activity/Material Grid: Example 3.

ACTIVITIES	MATERIALS									
	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/Overhead	8. No Material	9. Nonreading Materials	10. Other:
1. Instruction										
2. Verbal Assignment		ST 3/8								
3. Silent Reading										
4. Oral Reading				1/4						
5. Discussion			5/6							
6. Written Assign.					9/12					
7. Assessment										
8. Waiting										
9. Transition										
10. Out of room										
11. Other:										
Number Checks: # of adults 3 # of pupils 26										

Context Category

Write the coding symbols for the following types of groupings or ability levels in the space provided.

1. achievement grouping	_____	a
2. skills grouping	_____	s
3. peer-tutorial grouping	_____	p
4. interest grouping	_____	i
5. research grouping	_____	r
6. high-ability	_____	H
7. medium-ability	_____	M
8. low-ability	_____	L
9. combination of abilities	_____	C

Write the coding symbols for the following general skill areas in the space provided.

1. whole word/sight	_____	w
2. vocabulary	_____	v
3. phonetic analysis	_____	pa
4. structural analysis	_____	sa
5. contextual analysis	_____	ca
6. literal comprehension	_____	lc
7. inferential comprehension	_____	ic
8. evaluative comprehension	_____	ec
9. comprehension (general)	_____	c
10. study skills	_____	ss
11. research skills	_____	ss
12. nonreading	_____	0

Write the coding symbols for the following materials in the space provided.

1. basal reader	_____	b
2. workbook	_____	w
3. reading test	_____	t
4. trade book	_____	tb
5. ditto	_____	d
6. flashcards	_____	fc
7. audio-visual	_____	av
8. chalkboard	_____	c
9. magazines	_____	m
10. newspaper	_____	m
11. reference book	_____	r
12. paper and pencil	_____	pp
13. no material	_____	n
14. nonreading	_____	0

If you missed any of the above, complete the next page.

Write the coding symbols for the following types of groupings or ability levels in the space provided.

1. medium-ability	_____	M
2. low-ability	_____	L
3. combination of abilities	_____	C
4. high-ability	_____	H
5. peer-tutorial grouping	_____	p
6. research grouping	_____	r
7. skills grouping	_____	s
8. achievement grouping	_____	a
9. interest grouping	_____	i

Write the coding symbol fro the following general skill areas in the space provided.

1. whole word/sight	_____	w
2. vocabulary	_____	v
3. study skills	_____	ss
4. nonreading	_____	O
5. literal comprehension	_____	lc
6. research skills	_____	ss
7. evaluative comprehension	_____	ec
8. inferential comprehension	_____	ic
9. structural analysis	_____	sa
10. phonetic analysis	_____	pa
11. contextual analysis	_____	ca
12. comprehension (general)	_____	c

Write the coding symbols for the following materials in the space provided.

1. nonreading	_____	O
2. newspaper	_____	m
3. flashcards	_____	fc
4. workbook	_____	w
5. basal reader	_____	b
6. reading test	_____	t
7. magazine	_____	m
8. chalkboard	_____	c
9. no material	_____	n
10. paper and pencil	_____	pp
11. reference book	_____	r
12. trade book	_____	tb
13. ditto	_____	d
14. audio-visual	_____	av

Time and Context Categories

Code the following behaviors in the Time and Context category provided

1. At 9:00, 11 pupils in a low-ability group are receiving instruction related to phonetic analysis. The teacher is using the chalkboard to assist instruction.
2. At 10:15, an 18 pupil all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction takes place.
3. At 9:50, the teacher is administering a reading achievement test to the entire class.
4. At 8:30, the teacher is presenting sight words on flashcards to a group of 10 pupils in the average-ability reading group.
5. At 2:30, the teacher and a three person interest group are discussing their group project. No materials are being used.
6. At 1:30, the teacher and a group of eight low-ability pupils are reviewing a lesson on propaganda techniques. A transparency on the overhead projector contains various statement used to sell projects.
7. The teacher and a 12 person high-ability group are checking an assignment related to outlining articles in their workbook.
8. The teacher and a nine person high all-level research group are listening to a record about law in the community.
9. The teacher is telling one pupil how to help another pupil (who is watching) how to find the main ideas in a paragraph.
10. The teacher and 13 high-ability pupils are reading silently in their basals.
11. The entire class is reading their classroom newspaper silently.

Time:	Context			
	# of participants	Type of group/Abil.	Lesson Focus	Material Focus
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Correct Coding for Time and Context categories.

Time:	Context			
	# of participants	Type of group/Abil.	Lesson Focus	Material Focus
1. 9:00	11	X	PA	C
2. 10:15	18	X	OC	d
3. 9:50	W	F	C	t
4. 8:30	10	X	W	fe
5. 2:30	3	X		n
6. 1:30	8	X	OC	C
7.	12	X	SS	W
8.	9	X	OC	W
9.	2	X	LC	
10.	13	X	C	b
11.	W	F	C	m

discussing group project

Sets Purpose Category

Code the following purpose-setting examples under the appropriate subcategory in the Sets Purpose category provided.

1. Read to page 210 to find out what happens to the boy on the way home from school.
2. The purpose for learning this generalization is so that whenever you encounter an unknown word that has a "c" you will know if it has an "s" or a "k" sound.
3. Written on the board: Today's lesson is to learn how to alphabetize by the first letter.
4. We must learn this skill so that you will do well on your test tomorrow.
5. It is important to learn how to alphabetize so that you can effectively use the dictionary and encyclopedia.
6. After you read this chapter, I am going to ask you questions about what you read; so read it well.
7. Written on the board: Read to find out the following:.....
8. I am teaching you this strategy so that you will be a better reader.
9. These rules are important for you to remember if you want to spell well.
10. Written on the board: Objective: To answer at least 8 out of the 10 comprehension questions correctly.
11. Read this section carefully so that you will remember this information on the next test.

	Sets Purpose			
	Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Correct coding for Sets Purpose category.

Sets Purpose		Cont-Spec. (Verb)	Cont-Spec. (Writ)	Less-Spec. (Verb)	Less-Spec. (Writ.)
1.				T	
2.	T				
3.		T			
4.			T		
5.	T				
6.			T		
7.				T	
8.	T				
9.	T				
10.					T
11.			T		

Vocabulary Category

Code the following vocabulary presentation behaviors under the appropriate subcategory in the Vocabulary category provided.

1. *T: Today's vocabulary words are "expository" and "narrative."
2. The pupil uses a new vocabulary word in a sentence.
3. T: Find the word "malice" in today's story.
4. The teacher flashes sight word cards to the pupils.
5. Words are written in a column on the chalkboard.
6. The teacher uses the new vocabulary word in a sentence.
7. The teacher writes words with their definitions in a column on the chalkboard.
8. The teacher presents a chart with the vocabulary words written in a sentence.
9. The teacher writes the new words in a list on the chalkboard then tells pupils to find these words in the basal reader.
10. After reading a sentence in which the new vocabulary word is found, pupils are told to use the new word in their own sentence.
11. Word phrases in which the new vocabulary words are included are presented on phrase cards.

Vocabulary						
	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard
Other:						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

*T: = Teacher says

P: = pupil says

P1: = pupil referenced as pupil 1 says.

Correct coding for Vocabulary category.

Vocabulary						
	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Wordcard
	Other:					
1	T					
2			P			
3				T		
4					T	
5	T					
6			T			
7	T					
8			T			
9	T			T		
10			TT			
11					T	

Engagement Category

In the situation described below, pupils are about to read a story about a mischievous cat who turns the house into shambles. Determine if each of the following behaviors is a motivational technique. If it is not a motivational technique, leave the line of coding blank. If it is, code it under the appropriate subcategory in the Engagement category provided.

1. T: Look at the pictures in your story and see if you can figure out what this story is about.
2. T: Do any of you have a pet that is mischievous?
3. T: Today's story is about a mischievous cat.
4. T: I have a cat at home that is so mischievous that he.....
5. T: The cat in your story is a very mischievous cat. Read to find out how he gets in trouble.
6. The pupils and teacher talk about mischievous things that their animals have done.
7. T: What does the word mischievous mean?
8. T: I have a mischievous cat at home. He is so mischievous that one day he..... I just happen to have a picture of my cat.

Engagement					
	Question	Discussion	Statement	Visual	Other:
1					
2					
3					
4					
5					
6					
7					
8					

Correct coding for Engagement category.

Engagement				
	Question	Discussion	Statement	Visual
1.				T
2.	T			
3.				
4.			T	
5.				
6.		T		
7.				
8.			T	T

Past Learning Category

Determine if each of the following behaviors is an example of past learning. If it is not an example of past learning, leave the line of coding blank. If it is an example of past learning, code the behavior under the appropriate subcategory in the Past Learning category provided.

1. T: Remember, in yesterday's lesson we learned that when a "c" is followed by an "e", "i", or "y", it sounds like an "s".
2. T: Does anyone know what famous person was born on February 12th?
3. T: Who remembers what the name of this type of graph is?
4. The teacher and pupils work examples of a previously learned lesson on the board prior to beginning a new lesson.
5. The teacher and pupils talk about a previously read portion of a story that they are in the process of reading.
6. The pupils take a test on the material that they learned the previous day.
7. T: What are some questions that we can ask ourselves as we read the story?

Past Learning					
	Question	Discussion	Statement	Written Ex.	Other:
1					
2					
3					
4					
5					
6					
7					

Correct coding for Past Learning category.

Past Learning					
	Question	Discussion	Statement	Written Ex.	Other:
1			T		
2					
3	T				
4				T	
5		T			
6					
7	T				

Introduction of Lesson

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and marking it as each behavior in the script occurs. The correct coding can be found in Appendix A. Although the script focuses on the introduction of the lesson, it may be necessary to use subcategories from other parts of the instrument.

Script:

Setting: The teacher and five high ability pupils are seated around a table with their basal reader. On the chalkboard is written: Today's lesson: To learn how to use the glossary.

8:30 T: Last week we learned what the title page and the table of contents are used for. What information can be found on the title page?

P1: (Calls out) The title of the book.

P2: (Calls out) The author's name.

P3: (Calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all the information you mentioned. "

(Teacher and pupils turn to the title page)

You were right. Everyone now turn to the table of contents.

(Teacher and pupils turn to the table of contents)
Janice, on what page does Chapter one start?

P5: Page 12.

T: Sue, what is the name of Chapter 5?

P2: Fantasyland.

T: How many stories do we have in this chapter? (T. continues questioning Sue.)

P2: five

T: What is the name of the third story, Mary?

P1: Cinderella

T: Beth, on what page is the glossary?

P3: On page 269.

8:37 T: Today, we are going to learn what the glossary is used for so that we will know how to use it as we read in the future.

Turn to the glossary. A glossary is a mini-dictionary of words found in the book that may be difficult for you. This is an example of a glossary.

Code the following lesson presentation behaviors under the appropriate subcategory in the Lesson category provided.

1. During this week I want you to write a story about your favorite place in the world.
2. The teacher models a self-questioning strategy.
3. P1: The reason that I chose this answer is because the other choices do not make sense.
4. Pupil 3 reads a poem to the class.
5. The teacher corrects pupil 4 three times as pupil 4 reads orally.
6. The teacher reiterates an assignment.
7. A group of five pupils are reading their tradebook to themselves.
8. Pupil 5 reads the answer to a homework assignment upon the request of the teacher.
9. The teacher tells a group of pupils how to use the dictionary.
10. The teacher tells pupils that later that week they will finish reading a story.
11. The teacher calls out the correct answer for each problem assigned for a previous homework assignment.

LESSON									
Behavior									
	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									

Correct coding for Lesson category.

LESSON										
Behavior										
	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
1.	T									
2.		T								
3.			T							
4.								3		
5.								4	III	
6.					T					
7.								15		
8.							5	5		
9.	T									
10.	T									
11.						T				

Lesson category (cont'd)

12. The word is 'migrate', 'migrate'.
13. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.
14. Pupil 5: When a "g" is followed by an "i" it makes a sound like a "j".
15. The teacher is reading a story to the class.
16. T: For homework, do pages 30 and 31.
17. T: The answer is correct because the two words have nearly the same meaning.

LESSON									
Behavior									
	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally
12									
13									
14									
15									
16									
17									

Correct coding for Lesson category (cont'd).

LESSON		Behavior									
		Glves In/o.	Glves assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections
12							T				
13						T					
14	5										
15										T	
16		T									
17				T							

Lesson Category

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and marking it as each verbal behavior in the script occurs. The correct coding can be found in Appendix A. Although the script focuses on the lesson presentation behaviors, it may be necessary to use subcategories from other parts of the instrument.

Script

Setting: The teacher and an all-level skills group are seated around a table with their basal reader. There are five people in the group.

9:12 T: Today we are going to learn another part of your book. As you remember, this week so far we learned about the title page and the table of contents. Today we are going to learn about the glossary. Turn to page 236. This is where your glossary is. (Teacher checks to see that all pupils are on the right page.)

A glossary is a collection of words from the book that you are reading. It has words that you might have difficulty with. See if the word "cat" is in your glossary. Mary, is the word "cat" in your glossary?"

P1: No

T: Why do you think that this word is not in your glossary, Sue?"

P2: Because it is an easy word.

T: Is the word "catastrophe" in your glossary, Beth?

P3: yes

T: You're right. Words in the glossary are there to help you say them to help you understand what they mean. You use the glossary just as you use the dictionary. The words are in alphabetical order. So if I want to find the word "beckoning" I will turn to the "b" section like this. (Teacher holds up her glossary and moves her finger to the "b" section, then glides her finger down the list of words until she find the word "beckoning as she speaks.)

I know that the second letter in "beckoning" is an "e" so I find the "b-e"s and move my finger down the list of words until I find the "b-e-c"s, then I look for the word "beckoning". I want each of you to find the word "malice" in the glossary, now.

(Pupils look through the glossary until they find the word "malice". The teacher observes to see if all pupils are doing this correctly.)

Donna, what does the word "malice" mean according to your glossary?

P4: intent to cause harm.

T: Let's find the word "condor" in your glossary.

(Pupils search their glossary for the word "condor".

Mary, what does the word "condor" mean according to your glossary?

P1: a very large vulture having the neck and head bare and the plumage dull black with a down white neck.

9:25 T: Your assignment today is to find the following words in the glossary.
When you find them write their definitions and use them in a sentence.

Code the following dialogues under the appropriate subcategory in the Questioning and Answering categories provided.

1. T: Mary (pupil 1), what is the name of the boy in the story?
P1: John Sebastian (correct response)
2. T: What is the capital of Texas?
Listen carefully; what is the capital of Texas?
P3: Austin (P3 has not been acknowledged.)
3. T: How would you have felt if you had been Jim, Sue (pupil 5)?
4. Mary, (pupil 1) would you please close the door?
5. T: We all know the answer to this question, don't we?
6. T: How many brothers and sister did Hah-nee have?
(pupil 5 raises hand and teacher calls on him)
P: Three (wrong answer)
7. T: How does this story make you feel, Sue (pupil 5)?
P5: Sad
T: What in the story makes you feel sad?
P5: Because the boy and the mother don't get along very well. They always argue.
8. T: Where did Rose find her skates, Cliff (pupil 3)
P3: I don't know?
T: He found them in the backyard behind the tree.
9. T: Why did the grandmother protest the condition of the playground?
P5: (without being acknowledged by the teacher) Her granddaughter got hurt the year before.(correct response)
10. T: What is national news, Joe (pupil 7)
P7: It's a type of news.
T: It is a type of news. Can you think of the type of news that it is from the meaning of the word "national"?
P7: Oh, it is news that happens somewhere in our country.

QUESTIONING										ANSWERING				
Types						Selection				Types				
Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Prescript	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Correct coding for Questioning and Answering categories.

	QUESTIONING								ANSWERING						
	Types					Selection			Types						
	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	O.K.	T. gives answer
1	T						T				1				
2	T	T								3	3				
3		T						T							
4						T	T								
5						T									
6	T							T			5				
7		T						T			5				
		T									5				
8	T							T						3	T
9	T									5	5				
10	T							T						7	
				T			1								

Feedback, Command, Social Comments, and Practice/Application Categories

Code the following statements under the appropriate Feedback or Command subcategory or the Social Comments or Practice/Application category.

1. T: Shut the door (to pupil 3).
2. T: Tell me the name of the boy in the story, John (pupil 4).
3. T: Stop your talking (to pupils 3 and 4).
4. T: I sure like the way that you are walking quietly to the reading circle (to pupil in area a).
5. T: Your answer is correct (to pupil 6).
6. T: To see if you really understand this activity, we will do page 23 now.
7. P3: You look very pretty today, Ms. Smith.
8. T: Read the story to yourself (to a five person group).
9. T: The time to sharpen your pencil is before class and not now (to pupil 1).
10. T: That's a very good answer (to pupil 5).
11. T: I want each of you to read from your trade book for the remainder of the period.

	FEEDBACK				COMM.		
	Acad.	Dis.					
	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments
							Practice/Application
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Correct coding for Feedback, Command, Social Comments and Practice/
Application categories.

	FEEDBACK				COMM.		
	Acad.	Dis.					
	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comment: Practice/Application
1						T ₁	
2					T ₁		
3				T ₁			
4			T ₁				
5	T ₁						
6							T
7							3
8					T ₁		
9			T ₁				
10	T ₁						
11							T

Questioning, Answering, Feedback, Command Categories

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and noting each behavior as it occurs in the script. The correct coding can be found in Appendix A. Although the script focuses on the Questioning, Answering, Feedback, and Command categories, it may be necessary to use subcategories from other parts of the instrument.

Script

Setting: The teacher and a low-ability achievement group are seated around a table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22 T: Mary, what was Ali's prized possession? (Mary = pupil 1)

P1: His horses

T: How large was Omar's share of the horses when Ali died, Sue? (Sue = pupil 2)

P2: One third of the horses.

T: You are incorrect. What was the ordinal position of Omar's birth?

P2: First-born.

T: What fraction of the horses did the father want to give to his first-born?

P2: Oh yes, one-half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth? (Beth = pupil 3).

P3: There were 17 horses and you can't divide 17 horses in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem? (Donna = pupil 4.)

P4: The village sage.

T: How did the village sage help?

P4: He gave the sons his own horse and told them to divide the horses in half, thirds, and ninths with his own horse in the group.

(Mary and Sue begin talking to each other.)

T: Please stop your talking.

T: Janice, what reward did the sage get for solving the son's problem?
(Janice = pupil 5.)

P5: They gave him a horse.

T: Was this really a new horse?

P5: no, it was really his own horse.

T: So did they really give him a horse?

P5: No, he really got his own horse back.

T: Do you think that Ali was a rich or a poor man?

P1: A poor man.

T: Tell me why you think that he was poor.

P1: Because he owned no land, houses, or money.

T: Sue, do you think that Ali was a rich or a poor man?

P2: I think that he was rich because he had 17 horses and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

P3: Yes, because some things that don't cost money make you feel rich.

T: Like what, Beth?

P3: Like happiness.

T: Donna, do you think that you can be rich without having a lot of money?

P4: Yes, because other things can make you rich. You can have property.

P5: (calls out) I don't think you can. I think you need a lot of money to be rich.

P2: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

9:35 T: Return to your seats and do the assignments that I gave you yesterday.
(Pupils return to their seats.)
I like the way that Mary is walking to her seat quietly and quickly.

Code the following scripts in the appropriate subcategories by removing one Interaction Chart from Appendix B and noting each behavior as it occurs in the scripts. The correct coding can be found in Appendix A. The two scripts provided include behaviors from various subcategories.

Whole Lesson- Script 1

Setting: Five low ability pupils seated around a table without materials.

9:00 T: Last week we learn what a synonym was. Who remembers what a synonym is? (Sue raises her hand) Sue?

P2: They are words that have almost the same meaning.

T: Donna, can you tell me a synonym for the word joy?

P4: happiness.

T: Good. What is a synonym for the word car, Janice.

P5: automobile.

T: Take out your workbook and turn to yesterday's homework on synonyms. Let's go around the circle. Read the word and tell me the word that you said was its synonym.

P1: buffalo- ox

P2: gratitude - thankfulness

P3: holy - religious.

P4: opinion - belief

P5: plea - request

P1: trample - crush.

9:09 T: You did very well on your assignment.

Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

P1: Sad.

T: Donna, can you tell me the antonym of wrong?

P4: incorrect.

T: No, wrong and incorrect are synonyms. Remember an antonym is the opposite of a word. What is the opposite of the word "wrong."

P4: right.

T: Good.

T: Sue, can you tell me the opposite of the word heavy?

P2: light.

Whole lesson - Script 1- p.2

T: Beth, tell me the antonym of the word "false".

P3: True

9:15 T: Turn to page 36 in your workbook. On this page there a list of word pairs. You are to go down the list and indicate whether the pair of words is a synonym or an antonym by placing an "s" if it is a synonym and an "a" if it is an antonym.

Now look at page 37. The instructions tell you to read the word and write the synonym for the word in the space next to it.

On page 38 you are to read the word and write the antonym next to the word.

9:18 Spend the next half hour completing these three pages at your desk. You are dismissed. (pupils walk to their seats.)

Mary, walk quietly to your seat. Sue, I like the way you starting working immediately without talking to your neighbor.

Whole Lesson - Script 2

Setting: Five average ability pupils seated around a desk with their basal readers.

9:10 T: Let's read our sight words together. (Teacher flashes wordcards with sightwords)

P1-5: were, was, guess, had, one, once, have, what, when, where, wrong, I, it, am, wash, every, ever.

9:13 T: Open your basals to page 32. What is the name of the reading selection?

P3: (Calls out.) A Day with the Circus.

T: From the title of the story, what do you think this story will be about, Mary.

P1: Going to the circus.

T: Look through the pictures for a minute and see if you can figure out what the story might be about. (pupils do this)

P2: (Calls out) It looks like it is about somebody who joined the circus for a day.

(Donna raises her hand.)

T: Donna?

P4: The last picture shows the girl waking up. I think this is all a dream.

T: On the board are your vocabulary words. Please read the words, Sue.

P2: helium, costume, chartreuse.

T: As you read the story, see if you can figure out what they mean from the sentence. Read your story to find out if you guessed what the story is about from the pictures.

9:19 (Pupils read for 10 minutes)

9:29 T: What was this story about, Mary?

P1: A girl who loved the circus. She was going the next day so when she fell asleep she dreamed that she was in the circus.

T: What circus acts did she do in her dreams, Sue?

P2: Well first she tamed the lions, then she walked the tightrope.

T: There was one more thing that she did. Can you tell me, Donna?

P4: She did tricks on the trampoline.

Whole Lesson - Script 2 - p.2

T: What happened when she woke up, Janice?

P5: She was happy and they went to the circus.

T: Beth, how would you have felt if you were a circus star for the day.

P3: I think it would be really neat. I would like to be an acrobat or a clown.

9:35 T: For your assignment, I would like each of you to write a short story about being in the circus for the day.

-33-

APPENDIX A
(Answers to Scripts)

Introduction of Lesson (from pages 20-21)

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

Context		INTRODUCTION OF LESSON				LESSON	QUESTIONING		ANSWERING	FEEDBACK		COMM.
Type of participants	Type of group/Abil.	Self Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Dis.	COMM.
8:30	11m	1	1	1	1	1	1	1	1	1	1	1
8:37		2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5	5	5	5
		6	6	6	6	6	6	6	6	6	6	6
		7	7	7	7	7	7	7	7	7	7	7
		8	8	8	8	8	8	8	8	8	8	8
		9	9	9	9	9	9	9	9	9	9	9
		10	10	10	10	10	10	10	10	10	10	10

Lesson Category (from pages 26-27)

Name: _____ Date: _____ Sequence: 1 2 3 4 5 6 7 8 9 10

Observer: _____

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Context	INTRODUCTION OF LESSON				LESSON										QUESTIONING		ANSWERING	FEEDBACK		COMM.
	Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior										Types	Selection	Types	Acad.	Dis.	
Size of participants																				
Type of group/Abil.																				
Lesson Focus																				
Material Focus																				
Cont-Spec. (Verb)																				
Cont-Spec. (Writ)																				
Less-Spec. (Verb)																				
Less-Spec. (Writ.)																				
Verbal Pres.																				
Lists																				
Writ-Context																				
Oral-Context																				
Text																				
Wordcard																				
Other:																				
Question																				
Discussion																				
Statement																				
Visual																				
Other:																				
Question																				
Discussion																				
Statement																				
Written Ex.																				
Other:																				
Gives Info.																				
Gives assignment																				
Demonstrates																				
Discusses correct.																				
Expands																				
Repeats																				
Corrects work																				
Reads silently																				
Reads orally																				
Corrections																				
Direct																				
Open-ended																				
Restates																				
Probe/Cues																				
Nonacademic																				
Rhetorical																				
Present																				
Nonvolunteer																				
Volunteer																				
Call-outs																				
Right																				
Wrong																				
Incomplete																				
D.K.																				
T. gives answer																				
Positive Fdbk.																				
Negative Fdbk.																				
Positive Fdbk.																				
Negative Fdbk./Com.																				
Academic Com.																				
Nonacademic Com.																				
Social Comments																				
Practice/Application																				

Whole Lesson Script 1 (from pages 35-36)

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name: _____ Date: _____ Sequence: 1 2 3 4 5 6 7 8 9 10

Observer: _____

Name: _____		Date: _____		Sequence: 1 2 3 4 5 6 7 8 9 10		Observer: _____																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
INTRODUCTION OF LESSON					LESSON		QUESTIONING		ANSWERING	FEEDBACK		COMMENTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Context		Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types		Selection	Types	Acad.	Dis.																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
5 min of participants		P/Type of group/Atti.	Lesson Focus	Material Focus	Cont-Spec. (Verb)	Cont-Spec. (Nrit)	Less-Spec. (Verb)	Less-Spec. (Nrit.)	Verbal Pres.	Lists	Nrit-Context	Oral-Context	Text	Monocard	Other:	Question	Discussion	Statement	Visual	Other:	Question	Discussion	Statement	Written Ex.	Other:	Gives Info.	Gives assignment	Demonstrates	Discusses correct.	Expands	Repeats	Corrects work	Reads silently	Reads orally	Corrections	Direct	Open-ended	Restates	Probe/Cues	Nonacademic	Rhetorical	Preselect	Nonvolunteer	Volunteer	Call-outs	Right	Wrong	Incomplete	D.K.	T. gives answer	Positive Fdbk.	Negative Fdbk.	Positive Fdbk.	Negative Fdbk./Com.	Academic Com.	Nonacademic Com.	Social Comments	Practice/Appl. solution																																																																																																																																																																																																																																																																																																																																																																																																																			

Whole Lesson Script 2 (from pages 37-38)

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

Time	Context	INTRODUCTION OF LESSON					LESSON					QUESTIONING		ANSWERING	FEEDBACK		COMM.
		Self Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Dis.	Types	Acad.	Dis.	Acad.	Dis.	Comm.
9:10	Site of participants	Cont-Spec. (Verb)	Verbal Pres.	Question	Question	Gives info.	Direct	Presselect	Right								
9:13	Type of group/Asst.	Cont-Spec. (Writ)	Lists	Discussion	Discussion	Gives assignment	Open-ended	Nonvolunteer	Wrong								
	Lesson Focus	Less-Spec. (Verb)	Writ-Context	Statement	Statement	Demonstrates	Restates	Volunteer	Incomplete								
	Material Focus	Less-Spec. (Writ)	Oral-Context	Visual	Visual	Discusses correct.	Probe/Cues	Call-outs	D.K.								
			Text	Other:	Other:	Expands	Nonacademic		T. gives answer								
			Wordcard			Repeats	Rhetorical										
						Corrects work											
						Reads silently											
						Reads orally											
						Corrections											
9:19																	
9:29																	
9:35																	

APPENDIX B

(Blank Interaction Charts)

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Context	INTRODUCTION OF LESSON				LESSON				QUESTIONING		ANSWERING	FEEDBACK		COFH
	Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior				Types	Selection	Types	Acad	Dis.	
# of participants														
Type of group/Abil.														
Lesson Focus														
Material Focus														
	Cont-Spec. (Verb)													
	Cont-Spec. (Writ)													
	Less-Spec. (Verb)													
	Less-Spec. (Writ.)													
	Verbal Pres.													
	Lists													
	Writ-Context													
	Oral-Context													
	Text													
	Wordcard													
	Other:													
	Question													
	Discussion													
	Statement													
	Visual													
	Other:													
	Question													
	Discussion													
	Statement													
	Written Ex.													
	Other:													
	Gives Info.													
	Gives assignment													
	Demonstrates													
	Discusses correct.													
	Expands													
	Repeats													
	Corrects work													
	Reads silently													
	Reads orally													
	Corrections													
	Direct													
	Open-ended													
	Restates													
	Probe/Cues													
	Nonacademic													
	Rhetorical													
	Preselect													
	Nonvolunteer													
	Volunteer													
	Call-outs													
	Right													
	Wrong													
	Incomplete													
	D.K.													
	T. gives answer													
	Positive Fdbk.													
	Negative Fdbk.													
	Positive Fdbk.													
	Negative Fdbk./Com.													
	Academic Com.													
	Nonacademic Com.													
	Social Comments													
	Practice/Application													

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

Contrat	INTRODUCTION OF LESSON				LESSON	QUESTIONING		ANSWERING	FEEDBACK		COMM.
	Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Dis.	
# of participants											
Type of group/Abil.											
Lesson Focus											
Material Focus											
Cont-Spec. (Verb)											
Cont-Spec. (Nrt)											
Less-Spec. (Verb)											
Less-Spec. (Nrt.)											
Verbal Pres.											
Lists											
Wrt-Contax											
Oral-Contax											
Text											
Wordcard											
Other:											
Question											
Discussion											
Statement											
Visual											
Other:											
Question											
Discussion											
Statement											
Written Ex.											
Other:											
Gives Info.											
Gives assignment:											
Demonstrates											
Discusses correct.											
Expands											
Repeats											
Corrects work											
Reads silently											
Reads orally											
Corrections											
Direct											
Open-ended											
Restates											
Probe/Cues											
Nonacademic											
Rhetorical											
Preslect											
Nonvolunteer											
Volunteer											
Call-outs											
Right											
Wrong											
Incomplete											
D.K.											
T. gives answer											
Positive Fdbk.											
Negative Fdbk.											
Positive Fdbk.											
Negative Fdbk./Com.											
Academic Com.											
Nonacademic Com.											
Social Comments											
Practice/Application											

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Context	INTRODUCTION OF LESSON				LESSON	QUESTIONING		ANSWERING	FEEDBACK		COMM.
	Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Uis.	COMM.
# of participants											
Type of group/Abil.											
Lesson Focus											
Material Focus											
	Cont-Spec. (Verb)										
	Cont-Spec. (Writ)										
	Less-Spec. (Verb)										
	Less-Spec. (Writ.)										
	Verbal Prod.										
	Lists										
	Writ-Context										
	Oral-Context										
	Text										
	Wordcard										
	Other:										
	Question										
	Discussion										
	Statement										
	Visual										
	Other:										
	Question										
	Discussion										
	Statement										
	Written Ex.										
	Other:										
	Gives info.										
	Gives assignment										
	Demonstrates										
	Discusses correct.										
	Expands										
	Repeats										
	Corrects work										
	Reads silently										
	Reads orally										
	Corrections										
	Direct										
	Open-ended										
	Restates										
	Probe/Cues										
	Nonacademic										
	Rhetorical										
	Preselect										
	Nonvolunteer										
	Volunteer										
	Call-outs										
	Right										
	Wrong										
	Incomplete										
	D.K.										
	T. gives answer										
	Positive Fdbk.										
	Negative Fdbk.										
	Positive Fdbk.										
	Negative Fdbk./Com.										
	Academic Com.										
	Nonacademic Com.										
	Social Comments										
	Practice/Application										

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

Time	Context	INTRODUCTION OF LESSON					LESSON										QUESTIONING		ANSWERING	FEEDBACK		COMM.	
		Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Dis.												
	# of participants																						
	Type of group/Abil.																						
	Lesson Focus																						
	Material Focus																						
	Cont-Spec. (Verb)																						
	Cont-Spec. (Writ)																						
	Less-Spec. (Verb)																						
	Less-Spec. (Writ.)																						
	Verbal Pres.																						
	Lists																						
	Writ-Context																						
	Oral-Context																						
	Text																						
	Wordcard																						
	Other:																						
	Question																						
	Discussion																						
	Statement																						
	Visual																						
	Other:																						
	Question																						
	Discussion																						
	Statement																						
	Written Ex.																						
	Other:																						
	Gives Info.																						
	Gives assignment																						
	Demonstrates																						
	Discusses correct.																						
	Expands																						
	Repeats																						
	Corrects work																						
	Reads silently																						
	Reads orally																						
	Corrections																						
	Direct																						
	Open-ended																						
	Restates																						
	Probe/Cues																						
	Nonacademic																						
	Rhetorical																						
	Preselect																						
	Nonvolunteer																						
	Volunteer																						
	Call-outs																						
	Right																						
	Wrong																						
	Incomplete																						
	I.O.K.																						
	T. gives answer																						
	Positive Fdbk.																						
	Negative Fdbk.																						
	Positive Fdbk.																						
	Negative Fdbk./Com.																						
	Academic Com.																						
	Nonacademic Com.																						
	Social Comments																						
	IPractice/Application																						

Name:

Date:

Sequence: 1 2 3 4 5 6 7 8 9 10

Observer:

GRIP INTERACTION CHART (Research Form-L)
Nancy G. Mangano & William H. Rupley, 1981

Context	INTRODUCTION OF LESSON				LESSON	QUESTIONING		ANSWERING	FEEDBACK		CONF.
	Sets Purpose	Vocabulary	Engagement	Past Learning	Behavior	Types	Selection	Types	Acad.	Dis.	
# of participants											
Type of group/Abil.											
Lesson Focus											
Material Focus											
	Cont-Spec. (Verb)										
	Cont-Spec. (Writ)										
	Less-Spec. (Verb)										
	Less-Spec. (Writ.)										
	Verbal Pres.										
	Lists										
	Writ-Context										
	Oral-Context										
	Text										
	Wordcard										
	Other:										
	Question										
	Discussion										
	Statement										
	Visual										
	Other:										
	Question										
	Discussion										
	Statement										
	Written Ex.										
	Other:										
	Gives Info.										
	Gives assignment										
	Demonstrates										
	Discusses correct.										
	Expands										
	Repeats										
	Corrects work										
	Reads silently										
	Reads orally										
	Corrections										
	Direct										
	Open-ended										
	Restates										
	Probe/Cues										
	Nonacademic										
	Rhetorical										
	Preselect										
	Nonvolunteer										
	Volunteer										
	Call-outs										
	Right										
	Wrong										
	Incomplete										
	I.D.K.										
	T. gives answer										
	Positive Fdbk.										
	Negative Fdbk.										
	Positive Fdbk.										
	Negative Fdbk./Com.										
	Academic Com.										
	Nonacademic Com.										
	Social Comments										
	Practice/Application										

GROUP READING INTERACTION PATTERN
OBSERVATION INSTRUMENT - MASTERY LEARNING FORM
PROGRAMMED REVIEW

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Dept. of C&I
Kansas State University

How to Use this Booklet

The Group Reading Interaction Pattern Observation Instrument Programmed Review (Mastery learning form) is designed to assist the observer in understanding the training manual. It contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using GRIP. It also provides practice exercises that must be completed prior to viewing of tapes and classroom situations.

Effective use of this booklet can be accomplished by attending to the following steps.

1. Cover the answer portion of the page with a sheet of paper.
2. After you have responded to the directions provided, slide the paper down to expose the correct response.
3. If you have responded incorrectly, review the section in the GRIP training manual (mastery learning form) that corresponds to the category or subcategory in which you are being tested.

Activity/Material Grid

Code the following behaviors in the Activity/Material Grids provided below.

1. Science scenario:

The teacher and three randomly selected students are receiving instruction in their science text books. One of the three students is daydreaming. Three other randomly selected students are listening to a science movie in one corner of the room. All are involved.

ACTIVITY/MATERIAL GRID Time:										Intervals								
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other	1	2	3	4	5	6	
1. Instruction																		
2. Verbal Assign																		
3. Silent Rding.																		
4. Written Assign.																		
5. Assessment																		
6. Waiting																		
7. Transition																		
8. Out of Room																		
9. Other:																		

Correct coding for science scenario.

ACTIVITY/MATERIAL GRID Time:										Intervals					
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	1 2 3 4 5 6				
1. Instruction		1													
2. Verbal Assign															
3. Silent Rding.															
4. Written Assign.															
5. Assessment															
6. Waiting															
7. Transition															
8. Out of Room															
9. Other: <i>movie</i>							3								

2. Math scenario.

The teacher is sitting at her desk grading math papers while four of the randomly selected students are completing a written assignment on dittos. Of these four students only two are actively involved in the assignment. The other two randomly selected students are actively working math problems on the chalkboard.

ACTIVITY/MATERIAL GRID Time:							Intervals					
							1	2	3	4	5	6
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other	
1. Instruction												
2. Verbal Assign												
3. Silent Rding.												
4. Written Assign.												
5. Assessment												
6. Waiting												
7. Transition												
8. Out of Room												
9. Other:												

Correct coding for math scenario.

ACTIVITY/MATERIAL GRID Time:										Intervals							
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other	1	2	3	4	5	6
1. Instruction																	
2. Verbal Assign																	
3. Silent Rding.																	
4. Written Assign.						2/4		2/2									
5. Assessment																	
6. Waiting																	
7. Transition																	
8. Out of Room																	
9. Other: <u>grading</u>						T											

3. Reading scenario.

Two randomly selected students are actively discussing the results of a written reading test with the teacher. An adult volunteer and one randomly selected pupil are reading a trade book together. A student teacher is giving an assignment related to their reading workbook to two students. One student in the student teacher's group is doodling. The remaining randomly selected pupil is completing a ditto independently.

ACTIVITY/MATERIAL GRID Time:		Intervals									
		1	2	3	4	5	6				
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr. Content area Matrl.	Other
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign.											
5. Assessment											
6. Waiting											
7. Transition											
8. Out of Room											
9. Other:											

Correct coding for reading scenario.

ACTIVITY/MATERIAL GRID Time:									
Activities	MATERIALS	Intervals						Other	
		Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd	
1. Instruction									
2. Verbal Assign			5/12						
3. Silent Rding.					4/11				
4. Written Assign.						1/1			
5. Assessment				3/12					
6. Waiting									
7. Transition									
8. Out of Room									
9. Other:									

Physical Context Category

Write the coding symbols for the following types of grouping or ability levels in the space provided.

1. achievement grouping	_____	a
2. skills grouping	_____	s
3. peer-tutorial grouping	_____	p
4. interest grouping	_____	i
5. research grouping	_____	r
6. high ability	_____	H
7. medium ability	_____	M
8. low ability	_____	L
9. combination of abilities	_____	C

Try again

medium ability	_____	M
low ability	_____	L
combination of abilities	_____	C
high abilities	_____	H
peer-tutorial	_____	p
research grouping	_____	r
skills grouping	_____	s
achievement grouping	_____	a
interest grouping	_____	i

Material focus

Write the coding symbols for the following materials in the space provided.

text	_____	txt
workbook	_____	w
trade book	_____	tb
ditto	_____	d
flashcards	_____	fc
audio-visual	_____	av
chalkboard	_____	c
magazine	_____	m
newspaper	_____	m
reference book	_____	r
paper and pencil	_____	pp
no material	_____	n
nonreading	_____	o

Try again

nonreading	_____	o
newspaper	_____	m
flashcards	_____	fc
workbook	_____	w
text	_____	txt
test	_____	t
magazine	_____	m
chalkboard	_____	c
no material	_____	n
paper and pencil	_____	pp
reference book	_____	r
trade book	_____	tb
ditto	_____	d
audio-visual	_____	av

Time and Physical Context + Lesson focus

Code the following behaviors under the correct subcategory.

1. At 9:00, 11 students in a low ability group are receiving instruction in their science text.

2. At 10:15 an all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction occurs. There are 18 students in the group.

3. At 9:50, the teacher is administering a math text to the entire class.

4. At 8:30, the teacher is presenting multiplication flashcards to 10 students in the average ability group.

5. At 2:30, the teacher and a 3 person interest group are discussing a social studies project. No materials are being used.

6. At 1:30, the teacher and a group of 8 low-ability students are reviewing a lesson on propaganda techniques. A transparency on the overhead contains various statements used in advertising to sell products.

7. The teacher and a 12 person all-level research group are listening to a record about law in the community at 2:30.

8. The teacher and a 9 person high ability group are checking an assignment in their map skills workbook at 11:30.

9. At 3:00, the teacher is telling one pupil how to help another pupil, who is watching, how to teach him to find the main idea in a paragraph.

TIME	C O I			
	PHYS.	IF		
	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson focus
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Correct coding for Time, Physical Context, & Lesson Focus subcategories.

TIME	C O N			
	PHYS.		IN	
	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson Focus
1. 4:00	11	X	X	
2. 10:15	18	X	X	content lines
3. 4:50	W	X	X	math
4. 9:30	10	X	X	multiplication
5. 2:30	3	X	X	social studies project
6. 1:30	8	X	X	propaganda
7. 2:30	12	X	X	law in community
8. 11:30	9	X	X	map skills assign.
9. 3:00	2	X	X	main idea

Code the following statement under the correct instructional context subcategory.

12. The cat in your story is a very mischievous cat. Read it to find out how he gets in trouble.

75

Instructional Behaviors & Reading Behaviors Category

14

Code the following behaviors under the appropriate subcategories in the Instructional behaviors and reading behaviors categories provided.

T = Teacher says.... P = pupil says

1. T: During this week, I want you to write a story about your favorite place in the world.
2. The teacher models a self-questioning strategy.
3. P: The reason that I chose this answer is that the other answers do not make sense in the sentence.
4. The teacher tells all the reasons that a pupil's story is creative.
5. The teacher corrects a pupil three times as he reads orally.
6. The teacher gives an assignment then reiterates it.
7. A group of pupils are reading in their tradebooks to themselves.
8. The teacher shows a group of pupils how to use the encyclopedia.
9. The teacher tells pupils that later that week they will finish reading the chapter.
10. T: The word is migrate, migrate.
11. T. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.
12. The teacher is reading a story to the class.
13. For homework, do pages 30 and 31.
14. T: The answer is correct because the two words have nearly the same meaning.

CONTEXT		INSTRUCTIONAL BEHAVIORS		READING BEHAVIORS
INSTRUCTIONAL		AL BEHAVIORS		BHVR
d. Lesson focus		1. Gives Information		
e. Set. Purpose (Rat.)		2. Gives Assignment		
f. Motivating (Men. Set)		3. Demonstrates		
g. Review Past Learning		4. Discusses Correct		
h. Correcting Work		5. Expands		
i. Practicing/Applying		6. Repeats		
j. Instructing		7. Reads Silently		
		8. Reads Orally		
		9. Corrections		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Correct coding for Instructional Behavior and Reading Behaviors Category.

CONTEXT				INSTRUCTIONAL BEHAVIORS				READING BEHAVIORS
INSTRUCTIONAL				INSTRUCTIONAL BEHAVIORS				READING BEHAVIORS
	d. Lesson Focus	e. Set, Purpose (Rat.)	f. Motivating (Men. Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	
1				T			T	
2					T			
3					P			
4				T			T	
5				T				P all
6								
7				T			T	
8	dependent context							P
9				T			T	
10	dependent context			T				
11				T	T			T
12				T			T	
13	dependent context							T
14				T			T	
15				T			T	

Questioning and answering categories.

Code the following dialogues under the appropriate subcategory under the Questioning and Answering Categories provided.

1. T: Mary, what is the name of the boy in the story?
Mary: John Sebastian (correct answer)

2. T: What is the capital of Texas?
Again, what is the capital of Texas?
Pupil: Austin (P has been acknowledged)

3. T: How would you have felt if you had been Jim, Sue?

4. Mary, would you please close the door?

5. T: We all know the answer to this question, don't we?

6. T: How does this story make you feel, Sue?
Sue: Sad?

T: What in the story makes you feel sad?

Sue: Because the boy and the mother don't get along very well. They always argue.

7. How many brother and sisters did Hah-nee have?
(Sharon raises her hand and T. calls on her)
Sharon: 3 (wrong answer)

8. T: Where did Rose find her skates?
Cliff calls out: under the tree.
(right answer)

9. T: Where did Rose find her skates, Cliff?
Cliff: I don't know.
T. He found them in the backyard under the tree.

10. T: What is national news, Joe?
Joe: It's a type of news.
T. Can you tell me what type of news it is by thinking about the word "national?"
Joe: Oh, it is new that happens somewhere in our country.

QUESTIONING		ANSWERING	
TYPES	SELEC	TYPES	
10. Direct/Open-ended			
11. Restates			
12. Probes/Cues			
13. Non-Academic			
14. Rhetorical			
15. Nonvolunteer			
16. Volunteer			
17. Callouts			
18. Right			
19. Wrong			
20. Incomplete			
21. Don't Know			
22. Teacher gives answer			

Feedback, Command, Social Comments Categories

Code the following statements under the appropriate category.

1. T: Shut the door.
2. T: Tell me the name of the boy in in the story.
3. T: Stop your talking
4. T: I sure like the way you're walking quietly to the reading cirde.
5. T: You're answer is correct.
6. T: Read the story to yourself. .
7. Pupil: you look very pretty,today Ms. Smith.
8. T: The time to sharpen your pencils is before class, not now.
9. T: That's a very good answer.
10. T: I want each of you to read from your tradebook for the remainder of the period.

	FEEDBK				COM.	
	ACAD	DIS				
23. Positive Feedback						
24. Negative Feedback						
25. Positive Feedback						
26. Negative Feedback						
27. Academic Command						
28. Non-academic Command						
29. Social Comments						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Correct answers for Feedback, Command,,and Social Comments Categories.

	FEEDBK				COM.			
	ACAD				DIS			
	23. Positive Feedback	24. Negative Feedback	25. Positive Feedback	26. Negative Feedback	27. Academic Command	28. Non-academic Command	29. Social Comments	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Directions for the remainder of the programmed review.

Code the following scripts by removing the blank interaction charts from Appendix B and noting each behavior as it occurs in the script. The correct coding format can be found in Appendix A.

Script 1.

Setting: The teacher and five high ability pupils are seated around a table with their basal reader.

8:30

T: Last week we learned what the title page and the table of contents are use for. What information can be found on the title page?

P: (Calls out) The title of the book.

P: (calls out) the author's name.

P: (calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all the information you mentioned.

(Teacher and pupils turn to the title page)

You're right. E everyone now turn to the table of contents.

(Teacher and pupils turn to the table of contents.)

T: Janice , on what page does Chapter one start?

Janice: Page 13

T: Sue, what is the name of Chapter 4?

Sue: Fantasyland

T: What is the name of the third story, Mary?

Mary: Cinderella

T: Beth on what page is the glossary?

Beth: on page 269

T: Today, we are going to learn what the glossary is used for so that we will know how to use it as we read in the future. Turn to the glossary. A glossary is a mini-dictionary of words found in the book. This is an example of a glossary.

8:37

Script 2

Setting: The teacher and an all-level skills group are seated around a table with their basal reader. There are five people in the group.

9:12

T: Today we are going to learn another part of your book. As you remember this week so far, we learned about the title page and the table of contents. Today we are going to learn about the glossary. Turn to page 237. This is where your glossary is. A glossary is a collection of words from the book that you are reading. It has words that you may have difficulty with. See if the word "cat" is in your glossary. Mary, is the word cat in your glossary?

Mary: No

T: Why do you think that this word is not in your glossary, Sue?

Sue: Because it is an easy word.

T: Is the word "catastrophe" in your glossary, Beth?

Beth: Yes

T: You're right. Beth said that the word "catastrophe" is in the glossary because it is a hard word. Words in the glossary are there to help you say them and to help you understand what they mean. You use the glossary just as you use a dictionary. The words are in alphabetical order. So if I want to find the word "beckoning" I will turn to the "b" section like this (Teacher holds up her glossary and moves her finger to the "b" section, then glides her finger down the list of words until she finds the word "beckoning" as she speaks.)

I know that the second letter in "beckoning" is an 'e' so I find the 'b-e's and move my finger down the list till I find the 'b-e-c's, then I look for the word beckoning.

I want each of you to find the word "malice" in the glossary, now.

(pupils look through the glossary till they find the word 'malice'. The teacher observes to see if all pupils are doing this correctly.)

T: Donna, what does the word 'malice' mean according to your glossary?

Donna: intent to cause harm.

T: Let's find the word 'condor' in your glossary. Mary, what does the word 'condor' mean according to your glossary?

Mary: a very large vulture having the neck and head bare and the plumage dull black with a down white neck.

T: your assignment today is to find the following words in the glossary. When you find them write their definitions and use them in a sentence

9:25

Script 3

Setting: The teacher and a low-ability achievement group are seated around the table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22

T: Mary, what was Ali's prized possession?

Mary: his horses

T: How large was Omar's share of the horses when Ali died, Sue,

Sue: one third of the horses.

T: You are incorrect. Think. What was the ordinal position of Omar's birth?

Sue: First born

T: What fraction of the horses did the father want to give to his first born?

Sue: Oh yes, one half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth?

Beth: There were 17 horses and you can't divide 17 in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem?

Donna: The village sage.

T: How did the village sage help?

Donna: He gave the sons his own horse and told them to divide the horses in half, thirds, and ninths with his own horse in the group.

(Mary and Sue begin talking to each other)

T: Please stop your talking

T: Janice, what reward did the sage get for solving the son's problem?

Janice: They gave him a horse.

T: What about their own horse?

Janice: No, he really got his own horse back.

T: Do you think that Ali was a rich or a poor man?

Sue calls out: a poor man.

T: Why do you think that he was poor?

Sue: Because he owned no land, houses, or money.

T. Mary, do you think that Ali was a rich or a poor man"

Mary: I think that he was rich because he had 17 horse and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

Beth, yes because some things that don't cost money make you feel rich.

T: like what , Beth?

Beth" Like happiness

Donna, do you think that you can be rich without having a lot of money"

Donna: Yes, because other thinks can make you rich. You can have property.

Janice calls out: I don't think you can. I think you need a lot of money to be rich.

Sue: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

T: Return to your seats and do the assignments that I gave you yesterday.
(pupils return to their seats)

I like the way that Mary is walking to her seat quietly and quickly.

9:35

Script 4

Setting five average ability pupils seated around a desk with their basal readers.

9:10.

T: Let's read our sight words together. (Teacher flashes wordcards with sightwords)

Pupils" were , was, guess, had, one, once, have , what, when, where, wrong, I, it am, wash, every, ever

9:13.

T: Open your basals to page 32. What is the name of the reading selection?

Beth calls out: A Day with the Circus.

T: From the title of the story, what do you think this story will be about Mary.

Mary: Going to the circus.

T: look through the pictures for a minute and see if you can figure out what the story might be about. (Pupils do this)

Sue (Calls out) : It looks like it is about somebody who joined the circus for the day.

(Donna, raises her hand)

T: Donna?

Donna. The last picture show the girl waking up. I think this is all a dream.

T: One the board are your vocabulary words. Please read the words, Sue.

Sue. helium , costume, chartreuse

T: As you read the story, see if you can figure out what they mean from the sentence. Read the story to find out if you guessed what the story is about from the pictures.

9:19 (pupils read for 10 minutes)

9:29

T: What was the story about, Mary?

Mary: A girl who loved the circue. She was going the next day so when she fell asleep she dreamed that she was in the circus.

T: What circus acts did she do in her dreams, Sue?

Sue: Well she tamed the lions, then she walked the tightrope.

T: There was one more thing that she did. Can you tell me, Donna?

Donna: She did tricks on the trapeze.

T: What happened when she woke up, Janice?

Janice: She was happy and they went to the circus.

T: Beth, how would you have felt if you were a circus star for the day?

Beth: I think it would be really neat. I would like to be an acrobat or a clown.

T: For your assignment, I would like each of you to write a short story about being in the circus for the day.

9:37

Script 5

Setting: Five low-ability pupils seated around a table without materials.

9:00.

T: Last week we learned what a synonym was. Who remembers what a synonym is? (Sue raises her hand) Sue?

Sue: They are words that have almost the same meaning.

T: Donna, can you tell me what the synonym for the word "joy" is?

Donna: happiness

T: Good, What is a synonym for the word car, Janice?

Janice: automobile

T: Take out your workbook and turn to yesterday's homework on synonyms. Let's go around the circle. Read the word and tell me the word that is that word's synonym.

Mary: buffalo- ox

Sue: gratitude - thankfulness

Beth: holy - religious

Donna: plea - request

Janice: trample -crush

9:09

T: You did very well on your assignment. Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

Mary: Sad

T: Donna, can you tell me the antonym for wrong?

Donna: incorrect

T: No, wrong and incorrect are synonyms. Remember an antonym is the opposite of a word. What is the opposite of the word wrong?

Donna: right

T: Good. Sue, can you tell me the opposite of the word, heavy?

Sue: light

T: Beth, tell me the antonym of the word 'false'

Beth: true

9:15

T: Turn to page 36 in your workbook. On this page there is a list of word pairs. You are to go down the list and indicate whether the pair of words is

Appendix A : Answers to Scripts

Answers: Script 1

INTERACTION CHART

[illegible]

Answers: Script 2

INTERACTION CHART

TIME	CONTEXT			INSTRUCTION	RDING	QUESTIONING	ANSWERING	FEEDBK	COM.	
	PHYS.	INSTRUCTIONAL		AL BEHAVIORS	INVR	TYPES	SELEC	TYPES	ACAD	DIS
9:12	5	Part of book		1. Gives Information						
				2. Gives Assignment						
				3. Demonstrates						
				4. Discusses Correct						
				5. Expands						
				6. Repeats						
				7. Reads Silently						
				8. Reads Orally						
				9. Corrections						
				10. Direct/Open-ended						
				11. Restates						
				12. Probes/Cues						
				13. Non-Academic						
				14. Rhetorical						
				15. Nonvolunteer						
				16. Volunteer						
				17. Callouts						
				18. Right						
				19. Wrong						
				20. Incomplete						
				21. Don't Know						
				22. Teacher gives answer						
				23. Positive Feedback						
				24. Negative Feedback						
				25. Positive Feedback						
				26. Negative Feedback						
				27. Academic Command						
				28. Non-academic Command						
				29. Social Comments						

Answers: Script 3

INTERACTION CHART

TIME	CONTEXT			INSTRUCTION	READING	QUESTIONING	ANSWERING	FEEDBACK	COM.
	PHYS.	INSTRUCTIONAL	AL. BEHAVIORS	REVR	TYPES	SELEC.	TYPES	ACAD	DIS
9:22	5	a. # of participants b. Type of group/Abil. c. Material Focus d. Lesson Focus e. Set: Purpose (Rat.) f. Motivating (Men. Set) g. Review Past Learning h. Correcting Work i. Practicing/Applying j. Instructing	1. Gives Information 2. Gives Assignment 3. Demonstrates 4. Discusses Correct 5. Expands 6. Repeats 7. Reads Silently 8. Reads Orally 9. Corrections 10. Direct/Open-ended 11. Restates 12. Probes/Cues 13. Non-Academic 14. Rhetorical 15. Nonvolunteer 16. Volunteer 17. Callouts 18. Right 19. Wrong 20. Incomplete 21. Don't Know 22. Teacher gives answer 23. Positive Feedback 24. Negative Feedback 25. Positive Feedback 26. Negative Feedback 27. Academic Command 28. Non-academic Command 29. Social Comments						

Answers: Script 3 (continued)

I N T E R A C T I O N C H A R T

TIME	CONTEXT										INSTRUCTION-READING		QUESTIONING		ANSWERING	FEEDBK		COM.
	PHYS.	INSTRUCTIONAL									AL. BEHAVIORS	RI/VR	TYPES	SELEC.	TYPES	ACAD	DIS	
	a. # of participants	b. Type of group/Abil.	c. Material Focus	d. Lesson focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing	1. Gives Information							
											2. Gives Assignment							
											3. Demonstrates							
											4. Discusses Correct							
											5. Expands							
											6. Repeats							
											7. Reads Silently							
											8. Reads Orally							
											9. Corrections							
											10. Direct/Open-ended							
											11. Restates							
											12. Probes/Cues							
											13. Non-Academic							
											14. Rhetorical							
											15. Nonvolunteer							
											16. Volunteer							
											17. Callouts							
											18. Right							
											19. Wrong							
											20. Incomplete							
											21. Don't Know							
											22. Teacher gives answer							
											23. Positive Feedback							
											24. Negative Feedback							
											25. Positive Feedback							
											26. Negative Feedback							
											27. Academic Command							
											28. Non-academic Command							
											29. Social Comments							

Appendix B

Blank Interaction Chart

INTERACTION CHART

TIME	C O N T E X T											INSTRUCTIONAL BEHAVIORS	READING BEHAVIORS	QUESTIONING TYPES	ANSWERING TYPES	FEEDBACK TYPES	COMMENTS	
	PHYS.		INSTRUCTIONAL															
	a. # of participants	b. Type of group/Abil.	c. Material focus	d. Lesson focus	e. Set. Purpose (Rat.)	f. Motivating (Men.Set)	g. Review Past Learning	h. Correcting Work	i. Practicing/Applying	j. Instructing								
											1. Gives Information							
											2. Gives Assignment							
											3. Demonstrates							
											4. Discusses Correct							
											5. Expands							
											6. Repeats							
											7. Reads Silently							
											8. Reads Orally							
											9. Corrections							
											10. Direct/Open-ended							
											11. Restates							
											12. Probes/Cues							
											13. Non-Academic							
											14. Rhetorical							
											15. Nonvolunteer							
											16. Volunteer							
											17. Callouts							
											18. Right							
											19. Wrong							
											20. Incomplete							
											21. Don't Know							
											22. Teacher gives answer							
											23. Positive Feedback							
											24. Negative Feedback							
											25. Positive Feedback							
											26. Negative Feedback							
											27. Academic Command							
											28. Non-academic Command							
											29. Social Comments							